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ABSTRACT

This fourth grade project was piloted in seven Detroit area schools to ascertain whether the School Health Curriculum could be implemented on a broader scale. It was anticipated that the majority of the schools would be unable to finish all units of the curriculum, so student achievement was not assessed. The evaluation focused instead on observation of the school setting to determine the degree of curricular implementation, and on assessing the attitudes of students, teachers, principals, and non-participating teachers toward the project. Included in this evaluation report are summary results of the site visitations and interviews, and of the student, teacher, principal, and non-participating teacher surveys. The on-site observer confirmed that although three schools reported completing all seven units of the curriculum, only one did in fact complete all. Student attitudes toward health instruction were quite positive compared to their attitudes toward reading, math, social studies and science. Principals thought highly of the project, but some expressed concern about financing and training teachers for its broad scale implementation. Teachers were also positive about the project and exceedingly positive about students' reaction to it. Non-participating teachers indicated they were interested in participating, but their interest was attributed more to curiosity than to knowledge of the program and its benefits. Apparently the project can be implemented full-scale, given sufficient training, space, and supportive services. Future studies should focus upon differences in achievement and in student attitudes toward health instruction. (Author/CP)

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SCHOOL HEALTH CURRICULUM PROJECT

FOR SOUTHEASTERN MICHIGAN

EVALUATION REPORT

JULY, 1976

Prepared by:
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For the
AMERICAN LUNG ASSOCIATION
OF SOUTHEASTERN MICHIGAN

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S C H O O L H E A L T H C U R R I C U L U M P R O J E C T

EVALUATION REPORT:

SCHOOL IMPLEMENTATION OF PROGRAM

JULY, 1976

Introduction

During the late Spring of 1976, the School Health Curriculum Project was implemented at the fourth grade within seven Detroit-area elementary schools. This evaluation report attempts to describe and document the implementation of the School Health Curriculum within these schools.

Background

The School Health Curriculum Project (SHCP), as developed through the U. S. Office of Education, has been viewed as having considerable benefit for Michigan school students. During the late winter of 1975 schools and teachers were selected to conduct a pilot implementation of the School Health Curriculum at the fourth grade level. An intensive period of inservice training was provided participating teachers and principals to acquaint them with the School Health Curriculum.

Due to the lateness of the school year it was recognized that the Spring of 1976 could only represent an "ini-

tial tryout" for the curriculum in preparation for a more intensive implementation during the 1976-77 school year.

Participating Schools

See Table 1, page 3.

Nature of Evaluation Study

Because the initial curricular implementation would be such that varying levels of curricular implementation would occur between schools and classes within the same schools, it was decided not to assess the achievement level of students during this initial pilot period of program implementation. Consequently, evaluative priorities included:

a. observation of the school setting to determine the degree of curricular implementation.

b. student, teacher, and principal interviews to ascertain the nature and depth of implementation as well as identifying any emergent problems.

c. a student survey to ascertain students' feelings about the program.

d. a teacher survey to identify opinions held by teachers regarding the implementation.

e. a principal survey to ascertain principal beliefs regarding the program and problems encountered as a result of its implementation.

f. a non-participating teacher survey to ascertain the attitudes held by other teachers regarding the program.

TABLE 1

PARTICIPATING SCHOOLS

	S C H O O L S						
	School A	School B	School C	School D	School E	School F	School G
District	District I	District II	District III	District II	District IV	District V	District I
Enrollment	578	838	503	275	441	583	320
Number of Teachers	18	32	21	12	22	37	16
Number of 4th Grades	3	5	3	2	2	3 1/2	2
Number of 4th Grades in Project	1	2	2	2	2	2	2
Number of Students in Project	29	60	48	50	60	56	52

In order to achieve these priorities:

1. a trained interviewer was dispatched to each school to interview principals, teachers and students.
2. a series of survey instruments were developed and administered within each school.

Because the entire fourth grade School Health Curriculum could not be implemented within all schools given the time available and was implemented within a different set of operational constraints within each school, this study has attempted to provide descriptive information which may be of use in further implementations of the curriculum; judgments regarding the nature of the implementation for each school have therefore been minimized.

Results

Following are:

1. summary results of the site visitations and interviews
2. summary results of the student survey broken down by school
3. summary results of the teacher survey
4. summary results of the principal survey
5. summary results of the non-participating teacher

1. SUMMARY RESULTS OF SITE VISITATION

SITE OBSERVATION REPORT

SCHOOL: School A, District I
Grades, K-5
Population, 579
Racial, 95% white
Community, upper-middle

Principal Interview

The establishment of the program has brought no special problems. Unfortunately much of the last few weeks of teaching have been disrupted by traditional end of the year activities. The Principal was involved in class implementation as a result of making administrative arrangements for the course. Class is running well and appears to have been of a definite value to the students. There was no parent/community reaction to the class. The major problem faced was the inability to secure enough parents to volunteer for the centers. The Principal suggests that the class start at a different time of the year to avoid end of the year activities interruptions. Also, he feels that there is too much material to be covered when one considers the other material which the teacher is required to cover in the district's health class.

Classroom Observation

Class not in operation at time of visit.

Classroom was arranged in groups of tables and children did work in groups. Many curriculum related materials posted throughout the room.

Teacher Interview

Because the class was only one-fourth through the material, no real results could be seen in a change of attitude on part of the students. Students were very interested in the curriculum, enjoyed doing the experiments.

Teacher did not feel that some of the material was too advanced for the maturity level of the students. Some of the students had some fears about studying their bodies. In relation to the material on drugs, the children felt that they would not use drugs when they got older and thus, did not relate well to the films. Several suggestions were given for next year: The program must be shortened. There was too much material to cover in too little time. The transition from one phase to another was too rough. Students did not understand the relationships. Several alterations had to be made in the course because the teacher felt that the projects were not suited for the children or because outside resources were not available.

Much of the additional material needed for the course was supplied by the school nurse or out of the school general fund.

S I T E O B S E R V A T I O N R E P O R T

SCHOOL: School B, District II
Grades K-5
Population, 838
Community, lower-lower middle class
Racial, 88% black - 12% white

Principal Interview

No major problems were faced in the establishment of the course. The only difficulty was in the scheduling, due to the use of the platoon system by the school district. Most children appeared to be very enthusiastic about the curriculum and the course appears to be of much value to the students. There was no parent/community reaction to the course and when parents were invited to visit the school and view the course only a few appeared.

The school had to supply additional supplies in the form of pencils, papers and materials for the experiments.

Principal suggests that if another workshop for teachers is planned that some arrangements be made so that the teachers are not out of school for ten days.

Teachers involved in the program are very enthusiastic about it and the Principal hopes that although the program was not completed for this year that the students could complete it in the fifth grade.

Classroom Observation

The class was viewed only for several minutes. Stu-

dents were arranged in rows of desks in the traditional manner. Each child had his/her own folder and the work in the folders appeared to display an understanding of the material presented. Most students appeared interested in the work although it was presented in a manner different than what was proposed by the curriculum. There was no evidence that team-teaching was used in the course.

Teacher Interview

Many changes in the children's attitudes concerning foods and their bodies have been visable as a result of the class. Many children have made comments about changing their eating habits. The interest level was high and the program appears to appeal to many different types of students. The main idea involved in each Phase was good. However, the introduction was too long and the children appeared not interested in learning about energy but were more interested in moving to learning about their bodies. Some of the film strips were too scientific for the children to understand and too long to maintain the attention span.

The administration was very helpful in helping the teachers establish the course and in arranging for supplies. Much of the supplies for the experiments had to be secured by the teachers and this proved difficult in some cases.

Some of the reading material was too difficult for the

slow learners to comprehend. Also, there were not enough copies of the material to supply all the children.

Teachers were unable to finish the complete program.

Classroom Observation

Fifty-three students. Class held one day/week for one hour 45 minutes. Tables for the students were not available but students were seated in small groups with each group working on separate projects. Class is team taught with both teachers working in the room at the same time--both taking part in the instruction. Although the room was shared with other classes during the day, there was still signs of curriculum related materials displayed throughout the room. Most students were involved with the work assigned by the teacher. The noise level of the room was in keeping with the individual work assignment approach.

After working in groups the class was shown a film which related to the curriculum. When the film was finished the students returned to groups where some listened to records, some saw a film strip, and some worked out of the text.

Near the end of the class, the teacher gave the class their nutrition break which consisted of snacks of fresh cherries for each student. Each class has such a break during which the students are introduced to a new food.

Student Interview

When asked what the class was about most students replied, "health" or "the body". Most of the students liked the

class especially working the experiments and taking the nutrition breaks. Most could mention one fact that they had learned about keeping their body healthy.

Several students mentioned that there were too many students in the class. Others felt that the reading was too hard, both in the book and on the work sheets.

Teacher Interview

The main attitudinal change seen by the teacher was the fact that many students could now tell between healthy food and "junk food". The student interest level was judged to be very high especially in relation to the experiments. The teacher also felt that she was unable to do the program justice due to the large class size.

Overall the curriculum was very good. Both the printed and AV materials were judged good. Although some students did have difficulty with the reading level, the teacher felt that the slow learner was helped by doing activities.

Many additional resources had to be supplied by both the school and the teacher. All the food for the breaks were supplied by the teacher. Because of the time needed to prepare the class the teacher felt that an extra planning period was needed.

As a result of the course, the Special Education teacher would like to incorporate some of the program into her lessons for next year.

SITE OBSERVATION REPORT

SCHOOL: School E, District IV
Grades K-6
Population, 435
Community (as related by Principal), lower-middle class
Racial, 100% white

Principal Interview

No problems were encountered in the implementation of the curriculum. The Principal was involved in setting up the schedule and securing materials. He felt that the class was operating very well and that it is of much value to the students. There has been no community/parent reaction to the project but the project is only in beginning stages. Additional resources used at school expense included many different art materials, paper, pencils, and work books. Also, the school nurse and dentist were involved in working directly with the children.

The Principal suggests that more latitude be allowed in order that teacher can change program to meet the needs and likes of the students.

Classroom Observation

Two classes were observed. Each was of a different level. Each had about 25 students. Classroom was organized with students seated at tables (six to a table). Students were working as a group, giving answers to worksheet questions. All the students appeared interested in the material they were do-

ing. There was very little disturbing noise in the room. The walls of the classroom were decorated with student work relating to the material studied in the curriculum. Students often asked the teacher questions on the material. The teacher would refer to film strip shown the day before.

Teachers were "team teaching" the class but with only one teacher in the room. It appeared that they charge back and forth to give instruction and not involved in true team teaching.

There were many additional supplementary materials visable in the room for student use. A few students did have difficulty with the reading level of the work sheets. Many of the traditional structures were visable in the classroom. The teacher did not allow students to freely work on material; rather, they kept each student in pace with others.

Student Interview

When asked what they had learned in this class, most students mentioned the terms "body" and "good food". All the students interviewed stated that they did enjoy the class very much. In fact, most said it was their favorite class, except for gym. They liked the class because they "learned about their body and what foods are good for them." Only a few students said that they told their parents about what they learned in class.

Teacher Interview

The teacher felt that the students had become more aware of the body and how it works but felt that many still ate unhealthy foods. However, since the class was only one-third through the program, final results could not be determined. Teachers felt that the students' interest levels were very high in the course. Because the students were very interested in "cell activities" and microscope work, more time should have been given to these activities. Also, teachers felt that they should have the opportunity to structure the course to meet the needs and interests of the students. Teachers stated that some of the material was too difficult for many of the students, especially those with reading difficulties.

The teacher had to supply many additional resources such as pencils, paper, and art supplies.

No other classes in the building had taken on the structure of this class, but again, the class was in operation only a few weeks.

Outside visitors to the class included the dental hygienist and the school nurse, both of which spoke to the class on healthy habits in everyday living.

S I T E O B S E R V A T I O N R E P O R T

SCHOOL. School F, District V
Grades K-4
Population, 583
Community, middle-lower class
Racial, 100 % white

Principal Interview

Principal was not available for interview.

Classroom Observation

The class had finished program, thus no actual class was observed.

The classroom was arranged with students seated at groups. Many different student projects relating to the curriculum were displayed on walls of class. The teachers taught class together with both teachers in the room at the same time.

Teacher Interview

Working one hour a day, the teachers were able to complete all the phases of the curriculum. Both teachers indicated that they had noted some changes in the attitudes of the children as the result of the class. Because of the activities approach the teachers felt that students' interest levels were very high. Teachers felt that a longer time period was needed each day to adequately cover the material. One hour a day was not sufficient. Also, because of the planning and preparation time should be granted the teachers. Some of the experiments did not work well, in that the children were unable to see the small changes that took place. The area of simple machines was too difficult and lost the

interest of many of the children. Over-all, the concepts introduced in the phases were well understood by the children. Many other classes expressed interest in the projects and several other teachers used some of the AV material provided for the class.

The Principal was helpful in arranging projects and in getting parent cooperation. To provide for the additional material needed for the course, the district allotted the teachers $100 extra dollars for their purchase.

The class was team taught by the teachers with the children working at tables in different parts of the school. The program was enjoyed by parents who were willing to cooperate in helping with the program.

S I T E O B S E R V A T I O N R E P O R T

SCHOOL: School C, District III
Grades K-6
Population, 503
Community, middle-lower class
Racial, 100% black

Principal Interview

Principal was not available for interview, although two appointments were made.

Classroom Observation

The teaching of the class had stopped the previous day so no actual class operation was observed. The classroom used by the program was decorated with many of the experiments and art work done by the students relating to the program. Rather than use tables, each child worked at his/her individual desk. Although two teachers were assigned to the course, each taught her class separately and the classes only came together for movies and speakers.

Teacher Interview

According to the teachers, most of the children enjoyed the program. They also noted that they believed that some of the children's thinking about their bodies had changed. The class was able to finish the curriculum by working on the material everyday. The class culminated with a dinner for the students and their parents. "At this dinner many healthy foods were served."

The wide range of activities made the program especially appealing to the students. However, because of the

great amount of material involved, the class should be made a semester in length.

Some of the material was too difficult for the students and the teacher had to change the presentation of the material.

The administration was very helpful in assisting the teachers in locating the needed supplies. Arrangements were made for several parents to work and talk with the children concerning the curriculum.

The activities were done in individual manner with each child working by him/her self.

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL A

N = 27

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	33%	22%	4%	11%	29%
2. Second favorite subject	22%	29%	15%	15%	18%
3. Least liked subject	29%	22%	11%	22%	15%

Percent of Respondents

4. How does an ice cream cone make you feel?	78%	22%	0%	0%	0%
5. How does Math make you feel?	25%	36%	14%	7%	17%
6. Reading . . .?	22%	39%	26%	4%	7%
7. Health . . .?	22%	32%	36%	4%	4%
8. Social Studies . . .?	7%	54%	22%	14%	7%
9. Science . . .?	37%	33%	18%	4%	11%
10. If you had studied Health all year long?	15%	7%	26%	14%	39%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL G

N = 41

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	44%	2%	27%	12%	15%
2. Second favorite subject	23%	25%	30%	15%	8%
3. Least liked subject	23%	27%	9%	15%	24%

Percent of Respondents

4. How does an ice cream cone make you feel?	92%	8%	0%	0%	0%
5. How does Math make you feel?	14%	43%	19%	9%	14%
6. Reading . . .?	5%	40%	21%	5%	29%
7. Health . . .?	45%	23%	16%	7%	7%
8. Social Studies . . .?	7%	36%	36%	9%	12%
9. Science . . .?	17%	14%	40%	12%	17%
10. If you had studied Health all year long?	19%	19%	17%	14%	31%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

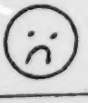
SCHOOL F

N = 40

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	23%	3%	55%	5%	15%
2. Second favorite subject	10%	20%	27%	10%	33%
3. Least liked subject	25%	13%	0%	60%	3%

Percent of Respondents

					
4. How does an ice cream cone make you feel?	68%	25%	7%	0%	0%
5. How does Math make you feel?	18%	25%	20%	10%	25%
6. Reading . . .?	13%	47%	33%	3%	5%
7. Health . . .?	78%	17%	3%	0%	3%
8. Social Studies . . .?	8%	25%	32%	13%	22%
9. Science . . .?	38%	42%	10%	7%	3%
10. If you had studied Health all year long?	58%	21%	15%	3%	3%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL E

N = 40

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	27%	27%	25%	7%	15%
2. Second favorite subject	27%	25%	18%	10%	20%
3. Least liked subject	20%	18%	8%	41%	13%

Percent of Respondents

4. How does an ice cream cone make you feel?	56%	37%	5%	0%	2%
5. How does Math make you feel?	22%	41%	29%	0%	7%
6. Reading . . .?	34%	24%	17%	10%	14%
7. Health . . .?	58%	15%	17%	5%	5%
8. Social Studies . . .?	7%	32%	37%	15%	10%
9. Science . . .?	20%	34%	24%	12%	10%
10. If you had studied Health all year long?	41%	15%	17%	10%	17%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL D

N = 40

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	13%	15%	55%	3%	13%
2. Second favorite subject	38%	18%	21%	15%	8%
3. Least liked subject	14%	8%	6%	53%	19%

Percent of Respondents

4. How does an ice cream cone make you feel?	78%	18%	5%	0%	0%
5. How does Math make you feel?	10%	52%	30%	3%	5%
6. Reading . . .?	23%	27%	27%	8%	15%
7. Health . . .?	85%	5%	7%	0%	3%
8. Social Studies . . .?	10%	23%	13%	5%	49%
9. Science . . .?	27%	30%	23%	13%	8%
10. If you had studied Health all year long?	73%	12%	3%	0%	12%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL C

N = 29

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	34%	24%	41%	0%	0%
2. Second favorite subject	31%	31%	14%	10%	14%
3. Least liked subject	17%	7%	10%	49%	17%

Percent of Respondents

4. How does an ice cream cone make you feel?	70%	27%	0%	0%	3%
5. How does Math make you feel?	43%	27%	16%	7%	7%
6. Reading . . .?	36%	47%	17%	0%	0%
7. Health . . .?	60%	30%	3%	0%	7%
8. Social Studies . . .?	13%	20%	30%	20%	17%
9. Science . . .?	23%	23%	17%	23%	13%
10. If you had studied Health all year long?	50%	27%	3%	0%	20%

SUMMARIZED RESULTS OF STUDENT SURVEY FOR

SCHOOL B

N = 36

Percent of Respondents

	Math	Reading	Health	Social Studies	Science
1. Favorite Subject	36%	25%	28%	8%	3%
2. Second favorite subject	11%	44%	22%	17%	5%
3. Least liked subject	28%	8%	5%	39%	19%

Percent of Respondents

4. How does an ice cream cone make you feel?	92%	5%	0%	3%	0%
5. How does Math make you feel?	45%	22%	12%	3%	17%
6. Reading . . .?	51%	37%	5%	0%	5%
7. Health . . .?	67%	20%	10%	0%	3%
8. Social Studies . . .?	31%	28%	21%	7%	13%
9. Science . . .?	50%	35%	7%	5%	3%
10. If you had studied Health all year long?	46%	23%	15%	8%	8%

3. SUMMARY RESULTS OF PARTICIPATING TEACHER SURVEY

PARTICIPATING TEACHER SURVEY

N = 10

1. Number of students who participated in the School Health Curriculum Project (SHCP): range: 29 - 62 Total = 438 mean: 48.6

2. Number of days of instruction received by students in #1 above: range: 4 to 60 mean: 27.6

3. Average length of an instructional period: range: 45 - 90 mean: 62.5 minutes

4. Units Completed (Please check if completed)

Unit One:	Awareness of Body Functions	70%
Unit Two:	Appreciation of Digestive System: Food to Energy	50%
Unit Three:	Structure and Function of Digestive System	30%
Unit Four:	Problems of Food and Digestion	30%
Unit Five:	Prevention of Digestive Problems and Care of Body	30%

5. Logistics of Implementation (Please X appropriate box)

	Yes	No
a. Were materials available when needed?	90%	10%
b. Were sufficient materials available?	80%	20%
c. Was there a committed space (room) for the program?	90%	10%
d. Was the space of sufficient size?	80%	20%
e. Did you have assistance in preparing the space for daily instruction?	88%	12%

(1) 20% student 5% aide 40% other teacher

20% parent 15% principal

0% other _____

6. Parents (Please place an X in the appropriate box)

	Yes	No
a. Were parents aware of the project before its implementation?	100%	0%
b. Were parents supportive of the project?	89%	11%
c. Were parents involved in the implementation of the project?	78%	22%

7. Students (Please select and circle the word under the question which best reflects your opinion)

a. Were students enthusiastic about the program prior to its implementation?

10%	40%	50%		
extremely	very	somewhat	little	not at all

b. Were students enthusiastic about the program during its implementation?

30%	60%	10%		
extremely	very	somewhat	little	not at all

c. Were students enthusiastic about the program after its conclusion?

38%	50%	12%		
extremely	very	somewhat	little	not at all

8. Other Teachers (Please respond as indicated)

a. What interest did other teachers express regarding the program? (Please circle appropriate word)

10%	50%	40%	
considerable	much	little	none

b. Did any oth teachers actually become involved in the program?

Yes 22% No 88%

How: assisting by helping with some experiments
involving their students
other using materials

c. Will any other teachers offer the program in the Fall?

Yes 33% No 67%

How Many 1 to 4

9. Time Involvement

a. How much time was required on your part in lesson preparation?

(1) daily range: 15 min to 60 min
mean: 45 min

(2) weekly range: 1 hr to 10 hrs
mean: 4 hrs

b. Do you anticipate needing to spend as much time in lesson preparation next year?

(1) Yes 40%
(2) No 60%

How much time do you anticipate will be necessary? Daily 20 minutes to 1 hour Weekly 1 hour to 5 hours

10. Satisfaction with the Program (Please circle the number which best indicates your degree of satisfaction)

a.	My overall satisfaction with the program is:	very satisfied	40% 5	40% 4	20% 3	0% 2	0% 1	quite dissatisfied
b.	My students were:	very satisfied	40% 5	60% 4	0% 3	0% 2	0% 1	quite dissatisfied
c.	The parents of my students were:	very satisfied	20% 5	50% 4	30% 3	0% 2	0% 1	quite dissatisfied
d.	My principal was:	very satisfied	20% 5	60% 4	10% 3	0% 2	0% 1	quite dissatisfied
e.	Other teachers were:	very satisfied	0% 5	25% 4	63% 3	12% 2	0% 1	quite dissatisfied
f.	Others (Specify) None specified	Very Satisfied	5	4	3	2	1	quite dissatisfied
	_____							
	_____							
	_____ were:							

11. How might the program be strengthened? let teacher adapt materials, begin program in Fall, extend program to one semester, have enough materials for every classroom on a permanent basis, more funding for materials, better activities in phase one, have principal in program

12. a. What problems were encountered? need more space (2), time was inadequate (3), earlier start, not enough supplementary materials, some material too advanced for students, preparation time

12. (continued)

b. How can the project directors assist in resolving these problems?

Give program specifications prior to implementing: minimum space needs, time requirements; order more supplies; have been most cooperative

c. How can your principal assist in resolving these problems?

Principal is usually too involved in his work to help in resolving our problems; Our principal felt no eagerness to help us . . . he took a hands off policy . . . even when we needed help.

4. SUMMARY RESULTS OF PRINCIPAL SURVEY

SCHOOL HEALTH CURRICULUM PROJECT

SUMMARY OF RESPONSES

Principal Survey

N = 6

		Percent of Respondents					
		5	4	3	2	1	
1.	The value of the project for 4th grade students in my school . . .	very high	50%	50%	0	0	0	very low
2.	The ease of implementation of the project . . .	easy	0	20%	60%	20%	0	difficult
3.	The enthusiasm of participating teachers . . .	very high	67%	17%	17%	0	0	very low
4.	The interest of non-participating teachers . . .	very high	0	33%	33%	33%	0	very low
5.	The likelihood of the project being expanded in Fall . . .	very high	33%	50%	0	17%	0	very low
6.	Student reactions to the project . . .	positive	50%	50%	0	0	0	negative
7.	Parents' reactions to their children's participation . . .	good	50%	50%	0	0	0	bad

Additional Comments of Principals

8. Major Strength of Program:
   - completeness of program
   - involvement of students (2)
   - involvement of parents
   - high interest level for students (3)
   - having all material available
   - enthusiasm of teachers

SUMMARY OF RESPONSES - Principal Survey
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9. Major Weakness of Program:

- too long
- too many other curricular requirements to justify time spent
- too early to judge
- trying to start program without all materials
- room scheduling problems
- lack of creative materials
- time, space, organization

10. Problems Encountered:

- parent involvement
- materials not always available
- training future project teachers "in house" will be difficult
- scheduling of space and time

5. SUMMARY RESULTS OF NON-PARTICIPATING TEACHER SURVEY

SCHOOL HEALTH CURRICULUM PROJECT

NON-PARTICIPATING TEACHER

N = 14

1. What grade do you teach? _____

2. What school? _____

3. What school district? _____

4. Please indicate your familiarity with the School Health Curriculum Project.

	0%	29%	14%	29%	29%	
very familiar	5	4	3	2	1	unfamiliar

5. Please indicate your interest in becoming involved in the School Health Curriculum Project.

	36%	14%	29%	14%	7%	
very interested	5	4	3	2	1	not interested

6. How has your school benefitted from the School Health Curriculum Project:

   a. it hasn't
   b. I don't know - 62%
   c. yes - 38% -- "well coordinated program"

   "good experience"

   "student most enthusiastic"

7. Have you participated in the School Health Curriculum Project in some way?

   No 71%

   Yes 29%

   ↳ What was the nature of the participation? Member, Science Health Committee; used movies; saw experiments

8. How excited were the students who were involved in the project?

	21%	14%	64%	0%	0%	
very	5	4	3	2	1	not at all

↑ don't know

9. How excited were the parents of students who were involved in this project?

		7%	93%			
very	5	4	3	2	1	not at all

↑ don't know

Summary

Perhaps most interesting of the data presented are:

a. the differences between schools in the positive attitudes of students towards the subject of Health. Obviously some teachers are much more effective in developing positive attitudes than others. (This phenomena will receive considerable attention in future studies.)

b. the results of the non-participating teacher survey which suggests that little horizontal dissemination of the curriculum has occurred within schools.

c. the high enthusiasm of students for the curriculum as reported by the teachers and confirmed by students.

d. some comments on the teacher survey (supported by comments of some principals) which suggest that there may be too little cooperation between some principals and some teachers regarding the program.

e. the need to assure that future schools that implement the program have appropriate space to commit to the program, adequate support from the administrative staff of the school and school system to fully operate the program, and a recognition on the part of all school staff that Health and the time spent on Health is a legitimate part of a school program.

DISCUSSION AND SUMMARY

During the Spring of 1976, the fourth grade School Health Curriculum Health Project was piloted in seven Detroit metropolitan elementary schools. The purpose of the pilot was to ascertain whether the School Health Curriculum could be implemented within these schools and would, therefore, be able to be implemented on a broader scale during the 1976-77 school year.

Although three schools reported that they had covered all seven units of the School Health Curriculum within the time of their implementation (March 15 through June 8), the on-site observer was able to confirm that only one school, School - G , did in fact complete all of the units of the School Health Curriculum. Because it was anticipated that the majority of schools would not be able to finish the units of the School Health Curriculum and because the remainder of the schools would have differing levels of curricular coverage and therefore differing levels of student achievement, the evaluation of the project focused upon factors other than student achievement. Such factors included student attitudes toward health instruction, teacher attitudes toward the curriculum, principal attitudes toward the curriculum, and perceptions of non-participating teachers toward the curriculum.

The latter factor was examined in order to determine whether the curriculum, as had been claimed, would have an effect upon the teaching behaviors of other teachers within the school.

Generally, this is a very positive report regarding the implementation of the School Health Curriculum. Student attitudes toward health instruction were quite positive as compared with the instruction in other more routine academic areas such as math, reading, social studies and science. Interestingly, though, even though students rated health instruction considerably higher than other forms of instruction, there were differences between schools regarding the attitudes students held for their health instruction. Students in districts II and III indicated a much stronger positive attitude towards health instruction than did students in the other sites. Certainly one explanation for this phenomenon is that other forms of instruction within those districts are much more traditionally oriented towards "academics" which may be perceived by the students as not being either very motivating or interesting,whereas health instruction, which utilized a very different instructional format, may have been viewed as a subject which was challenging, interesting, and motivating. A second potential explanation for this phenomenon, though perhaps less likely, is that there are major differences in parental expectations and

therefore in experiential backgrounds of the students within districts II and III and the rest of the sample; that is, students in other areas receive some health instruction at home and therefore find the subject of health less challenging, or that parents establish expectations for students in areas other than districts II and III which cause students to value the more academic subjects.

Overall, principals thought very highly of the curricular project. It was noted that implementation of the curriculum required between $100 and $200 of on-site materials. In sites where some discretionary funds were available, principals were apparently willing to use these monies to assist in the implementation of the curriculum. At sites where money was more of a problem, there was obviously some reticence to do that.

A second concern reported by the principal group was regarding the training of teachers to undertake implementation of the curriculum on a broader scale during the 1976-77 school year. It was reasoned that current teachers were most enthusiastic about the program due to the nature of the in-service training that they had received and the "power" of their in-service trainers. Principals expressed concern that their own teachers would not be as "powerful" in-servicing other teachers and therefore that implementation would not be as successful.

Obviously the principal serves as the primary on-site support person for the teachers who are implementing the curriculum. Although no principal appeared to purposefully block the implementation of the curriculum, it was reported that at least two principals provided little support or assistance for their teachers. At the one site this was recognized by the teachers, and though condemned, was apparently effectively dealt with. At the second site the teacher did not recognize this lack of support as beings a hands-off, wait and see type of attitude, but rather interpreted this to mean that the implementation of the curriculum had very low priority. At the first school student attitudes were exceedingly high; at the second school student attitudes were the lowest measured, though still positive.

Most teachers generally felt that the implementation of the curriculum this year involved a relatively high amount of preparation time. However, all teachers indicated that next year's implementation of the curriculum, because of the familiarity with it, would allow them to implement the curriculum with less preparation time.

On the whole teachers were very positive about the curriculum project and exceedingly positive about students' reactions to the project. Most teachers indicated a desire to implement the project next year. Most principals indicated that it was likely that the project would be imple-

mented and expanded next year within their schools given continuing support.

Although there was some indication among non-participating teachers that they were interested in participating within the curricular project, this interest seemed to be more out of curiosity than from knowledge of the program and its benefits. Some non-participating teachers did report a high degree of enthusiasm among students in classrooms participating within the curricular project. Others simply reported that they did not know what enthusiasm for the project was held by students who were participating in the project. While this phenomena seems to contradict the claims associated with changes in teacher behavior within those schools which implemented the projects, it is possible that this short duration of this implementation simply did not provide sufficient time for such changes to occur.

If there were a common complaint among teachers and principals regarding implementation of the program, it was related to either not fully recognizing what space needs of the program were or not having the space available to implement the program. Future sites for curriculum implementation probably should be selected utilizing a criterion associated with available space.

In summary, this must be viewed as a very positive report regarding the implementation of the School Health

Curriculum. Though the time for implementation of the curriculum was short, all schools made an attempt to implement the curriculum as designed. It is apparent that the curriculum can be implemented in Michigan schools given (1) sufficient in-service training of teachers and other school staff, (2) sufficient space, and (3) appropriate supportive services. From a student attitudinal point of view it is also obvious that the curriculum has been immenently successful. Attitudes of students toward health instruction were considerably higher than toward instruction received in other academic subjects.

Future studies should include a focus upon the following questions: (1) What achievement differences will exist, if any, between school sites which are able to implement the entire curriculum? (2) Why such a differential exists in student attitudes towards health instruction between participating schools? (3) What factors affect students' more positive attitudes towards health instruction (i.e., are students' attitudes more positive because of inherent interests within and need for health instruction, or are students positively affected primarily through devices like the nutrition break?)

While this study leaves several questions to be answered, based upon student attitudes alone, it strongly supports further implementation of the school health curriculum at the fourth grade level and at all other grade levels where the curriculum can be implemented.